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DEPARTMENT OF PUBLIC INSTRUCTION
PENNSYLVANIA
HARRISBURG

PUBLIC EDUCATION BULLETIN

PUBLISHED MONTHLY BY THE DEPARTMENT OF PUBLIC INSTRUCTION, COMMONWEALTH OF PENNSYLVANIA, AT HARRISBURG, FOR INFORMATION OF BOARDS OF SCHOOL DIRECTORS, ADMINISTRATIVE OFFICERS OF THE PUBLIC SCHOOLS AND OF STATE INSTITUTIONS OF HIGHER LEARNING, AND INTERESTED CITIZENS, IN ACCORDANCE WITH SECTION 2904D OF THE SCHOOL LAWS.

VOLUME 2 JULY, 1935 NUMBER 10

Vocational Conference Sifts New Trends

Dr. Lester K. Ade, State Superintendent of Public Instruction, called upon the vocational teachers of Pennsylvania "to take stock of the contribution which education can make to the building of a more stable and effective society" at the annual Vocational Conference held at The Pennsylvania State College on June 26, 27 and 28. Several hundred were in attendance at meetings following the annual Future Farmers' Week which attracted more than 1,400 boys from vocational agriculture schools and departments. Both gatherings were sponsored by the Department of Public Instruction with the assistance of college staff members.

At the general sessions of the Vocational Conference, Lindley H. Dennis, Secretary of the American Vocational Association, discussed pending national legislation which would provide additional funds for vocational education in Pennsylvania beyond those already provided by the Smith-Hughes and George Ellzey laws.

Joshua Lee, Congressman from Oklahoma and a member of the House Education Committee, discussed the necessity of teachers in all fields taking advantage of natural situations and utilizing the resources at hand to build a finer and better citizenship.

The conference closed with a presentation by Dr. John R. Cranor, Superintendent, Pennsylvania Industrial School, Huntingdon, who stressed the importance of education in the reduction of crime and the elimination of conditions which make crime possible.

Following is a summary of various sectional meetings:

Home Economics

1. There are well established principles of art and beauty which are being used in developing desirable home and school surroundings. The present day is demanding new application of these principles, keeping in mind the possibility of acquiring beautiful surroundings without great expense. The appreciation of art and its everyday application has become an increasingly important factor in maintaining home morale.

2. Women have a tremendous influence in the buying of home commodities. Ninety per cent of the money which passes through the family pocketbook is actually spent by women. The spending of the remaining ten per cent is influenced by women. Present day buying practices indicate a great need for training which will help girls and women to buy wisely.

3. Teachers must know homes and home conditions in order to plan effective courses in homemaking. Contacts with the homes are effective when they are made in a friendly manner and with the idea of the teacher being a helpful factor in bringing about desirable family life and a desirable home environment.

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NEW HORIZONS

IT IS IMPORTANT that those of us who are interested in and responsible for the development of education pause to take stock of the place of education in modern life and the contribution which education can make to the building of a more stable society. All about us we are confronted with the desire on the part of individuals to find some way in which a certain degree of stability can be attained.

It should be the desire of the State to so educate her citizens that all may become self-supporting, live happily and abundantly, and create satisfactory homes and communities. It is noteworthy that in all fields of education there is a definite trend at the present time to give preparation which will train workers as citizens, as well as to develop basic vocational skills.

A major problem in social and economic readjustment is to develop educational programs for youth, for the unemployed, and for those who need retraining and readjustment so that they can fit into our social and economic scheme. Likewise, a program of continuing education is important so that people who now hold jobs may keep up-to-date in their occupational equipment. Equally important is preparation which will develop the character traits necessary for a high type of citizenship.

A cooperative and vigorous attack on these problems is necessary. Many of these problems cannot be solved by communities alone. Hence the need for state planning. Likewise, the national and international character of present-day life necessitates a broad view of all social, economic and political problems. These in turn require a general program which will open new horizons in educational thought and action.

LESTER K. ADE
Superintendent of Public Instruction

Test Constitutionality of Income Tax Law

Decision on the constitutionality of the graduated income tax law which was signed by Governor George H. Earle on July 12, is being awaited with interest by school teachers and directors throughout the State.

Upon this decision by the higher courts rests the question of whether or not an appropriation of $25,000,000 can be paid for additional state-aid toward salaries of elementary and some junior high school teachers and supervisors, and bring corresponding relief for real estate taxes.

It is reported that the test probably will be carried out in September before the State Supreme Court.

The income tax law, Act 314, was House Bill 1473, and if found constitutional, will bring in its first returns in May 1936. No payments could be made to school districts until the regular August, September and October allocations of state-aid are made next year. The tax rates are from two to eight per cent on every person in the State whose net income is $1,000 in the case of a single person, or $1,500 for married persons or heads of families, with $400 reduction for each dependent.

Two companion measures to the income tax law were signed by Governor Earle on July 12 also. Senate Bill 1352 becomes Act 29A, and appropriates $25,000,000 to the Department of Public Instruction for reimbursing school districts as provided in Senate Bill 1305. This latter bill is now Act 315, and amends section 1210 of the School Laws.

Act 315 provides that the Commonwealth pay salaries of members of the teaching and supervisory staffs of all elementary schools and a part of such employes in junior high schools, at the rate of $100 per month, not to exceed nine months per year in any school district. Such payment by the State to local school districts is subject to agreement by the board of school directors to reduce the local school tax levy on real estate in an amount comparable to the **additional** state-aid received by the district.

How It Works

Under Act 315 the payment of increased state allocations will provide up to $900 a year on the salaries of elementary and some junior high school teachers and supervisors. Following is an example:

A district employing teachers on a nine-month basis and which now receives $350 from the State for each teacher, under provisions of Act 315 will receive an increase of

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FREEDOM OF TEACHING

FREEDOM OF TEACHING was among the topics discussed at the recent meeting of the National Education Association in Denver. Three measures "that may well prove epoch-making for American democracy" were undertaken at the convention says Dr. William H. Kilpatrick, Professor of Education, Teachers College, Columbia University, writing in the *New York Times*.

He outlines the three measures as follows:

"First, it was decided that the N.E.A. would work consciously for adequate tenure laws throughout the country. Second, that the N.E.A. would, through committee, make a careful study of the problem of academic freedom in the schools, that the proper freedom of teaching might better be maintained. Third, it was decided that the N.E.A. would cooperate with the Progressive Education Association, the National Parent-Teachers Association, the American Federation of Teachers, the American Association of University Professors and other like bodies to form a standing committee to investigate and report on significant infringements of academic freedom or tenure.

"These steps mean that the N.E.A. has accepted an active responsibility for promoting academic freedom and tenure to insure improved study and teaching of current social problems in the schools of the nation. This should establish in the next generation and thereafter a more intelligent and alert democratic citizenship, better able and disposed to study and criticize constructively our social and institutional forms. Freedom of press and speech, now insidiously assailed on many sides, should also be rendered not only safer from such attacks but be made to prevail as never before."

The Federal Office of Education, Department of the Interior, which for the past several years has been collecting graduate studies in education, announces that it now has 1,804 masters' and doctors' theses available for reference through interlibrary loan.

New Superintendencies

The following official changes in district superintendencies are announced by Dr. Lester K. Ade, Superintendent of Public Instruction; with one exception each was effective July 1, 1935:

ROBERT R. ABERNETHY, District Superintendent of Schools, Harrisburg, succeeding M. H. Thomas, deceased. (Mr. Abernethy formerly was superintendent of Lebanon city schools)

JOHN W. HEDGE, District Superintendent of Schools, Lebanon, succeeding R. R. Abernethy. (Formerly superintendent of Windber schools)

JOSEPH L. HACKENBERG, District Superintendent of Schools, Windber, succeeding John W. Hedge. (Formerly supervising principal, Sandy Township schools, Clearfield County)

JAMES H. LAWSON, District Superintendent of Schools, McKeesport, succeeding Joseph B. Richey, retired. (Formerly assistant principal, McKeesport high school)

J. ROY JACKSON, District Superintendent of Schools, Beaver Falls, succeeding Floyd Atwell, retired. (Formerly high school principal, Beaver Falls)

ARNOLD C. NELSON, District Superintendent of Schools, Ridgway. (Formerly principal, Ridgway high school)

JOHN F. MORAN, District Superintendent of Schools, Archbald boro, succeeding William A. Kelly, deceased. (Mr. Moran's appointment was effective March 25. He was formerly principal, Archbald high school)

F. E. STENGEL, District Superintendent of Schools, Collingdale boro; new office. (Formerly supervising principal, Collingdale boro)

HUGH G. NORRIS, District Superintendent of Schools, Etna boro; new office. (Formerly supervising principal, Etna boro)

KARL M. RUSSELL, District Superintendent of Schools, Franklin city; new office. (Formerly supervising principal, Franklin city)

ORRIS H. AURAND, District Superintendent of Schools, Steelton boro, succeeding Charles S. Davis, retired. (Formerly principal, Steelton high school)

CHARLES E. HERSHEY, District Superintendent of Schools, Yeadon boro; new office. (Formerly supervising principal, Yeadon boro)

W. LEE GILMORE, District Superintendent of Schools, Oakmont boro; new office. (Formerly supervising principal, Oakmont boro; formerly president of P.S.E.A.; formerly superintendent, Lawrence County schools)

MOTION PICTURE APPRECIATION

As part of the study of the teaching of motion picture appreciation which was conducted in 45 Pennsylvania high schools during the past school year with the cooperation of the Payne Fund, the Department of Public Instruction has issued a bulletin entitled *Suggestions for Developing Units of Study in Motion Picture Appreciation*. The bulletin was written by Department staff members and Dr. Edgar Dale of Ohio State University, who directed the study.

The publication is available upon request to schools or to other organizations and individuals interested in the study of motion pictures.

Eighteen high school boys and girls who have already competed in 84 speaking and debating contests are enrolled in the high school speech courses being given during the Summer Session at the Pennsylvania State College.

Education Calendar

1935

July

30-31, Aug. 1—Pennsylvania State College Superintendents' Conference, State College.

September

27-28—Special Education Conference, Harrisburg.

October

3-4—PSEA Central Convention District, Lock Haven.

9-10—Annual Education Congress, Harrisburg.

18—PSEA Northwestern Convention District, Erie.

18—PSEA Eastern Convention District, Easton.

18-19—PSEA Western Convention District, Pittsburgh.

25-26—PSEA Midwestern Convention District, New Castle.

November

11-17—American Education Week.

December

6-7—PSEA Southern Convention District, Hanover.

26-28—State Convention, PSEA, Harrisburg.

Superintendents' Conference

The annual summer conference of school superintendents and principals at the Pennsylvania State College will feature discussion on constitutional revision and its relation to the public school system. The conference will be held July 30 to August 1, inclusive.

Principal speakers include Attorney General Charles J. Margiotti; Superintendent of Public Instruction Lester K. Ade; Major Lynn G. Adams, Superintendent, Pennsylvania State Police; William H. Bristow, Dorr E. Crosley, and W. P. Loomis, of the State Department of Public Instruction; Leon N. Neulon, Superintendent of Schools, Camden, New Jersey; and Gilbert G. Weaver, Supervisor, Industrial Teacher Training, New York State.

Major subjects on the program include: recent legislative enactments affecting education and affecting school finances; needed changes in Pennsylvania's constitution; education for all the people; public relations for public schools; and retraining the unemployed.

WRITES OF PENNSYLVANIA

Every Pennsylvania school teacher, and especially teachers of the social studies and geography, will find helpful an article on "Penn's Land of Modern Miracles" in the July issue of the *National Geographic Magazine*. This article on Pennsylvania by John Oliver LaGorce, vice-president of the National Geographic Society and a native of Pennsylvania, is illustrated by thirty-nine full color plates, twenty-eight black and white illustrations and a two-page map.

Westminster College has adopted a plan of independent summer study for students who have maintained high grades.

Preliminary Report on Education Costs Issued by House Committee

This is the second part of the summary of the preliminary report submitted to the House of Representatives on June 17 by the House Educational Costs Survey Committee. The first part of the summary, carried in the June issue of this publication, gave outstanding facts presented in the complete report of forty pages. This second part outlines recommendations for new or further studies under the direction of the House Committee, some of which are now under way.—The Editor.

PLANS FOR FURTHER STUDY

In the preliminary investigation of the subject of school support the committee has discovered the need for assembling much data on education in Pennsylvania now available from scattered sources and also for conducting new or further studies along several lines for which satisfactory data have not heretofore been collected.

Arrangements have been made with research organizations that include those functioning with state-supported institutions, both in Pennsylvania and in other states, to aid in the inquiry.

Items to be investigated include:

(A) DETERMINING THE MINIMUM EQUALIZED PROGRAM

1. Variations in the scope of programs in the elementary schools of Pennsylvania and other comparable states.
2. Variations in the scope of programs in secondary schools, including trends as to number of courses offered and their relative enrollments in Pennsylvania and elsewhere.
3. Effectiveness of the junior high school and the relative holding power of various secondary school programs.
4. Relative degree of emphasis on various phases of the school program, such as general control and instruction, as shown by cost analysis.
5. Relation of the size of the school unit (population and per pupil) to the program offered and its cost.
6. Vocational training, with special reference to its need, value and cost.
7. Extent of health service and health education programs.
8. Value and cost of extra-curricular activities.
9. Extent of facilities offered for pre-elementary school pupils, including kindergarten, pre-school classes, etc.
10. Need, value and cost of evening schools and courses.
11. Other provisions for adult education.
12. Provision of special classes for various grades of mental ability, and for pupils afflicted with various physical handicaps.
13. Compilation of data and opinion on the size of classes for various types of schools and for various subjects.
14. Qualifications of teachers, with consideration of the various methods of evaluating their work.
15. Comprehensive and comparative study of the salaries of teachers, supervisors and principals in Pennsylvania and other comparable states.
16. Current practices as to the length of the school year.

(B) SUPPORT OF THE EDUCATIONAL PROGRAM

Total Problem

1. Enrollment of pupils by grades and types of schools, including population trends and prospective developments.
2. Cost of the school system in Pennsylvania, including indebtedness, showing trends and comparison with other states.
3. Investment in school property and adequacy of physical facilities.
4. Amounts and sources of present school revenue in Pennsylvania and elsewhere.

Local Ability to Support Schools

5. Range in local resources to support education and relation of assessed valuations to actual sales values in various districts.
6. Extent of distress among financially handicapped districts, including tax delinquency.
7. Causes—temporary and permanent—of financial difficulties in local districts.
8. Consolidation of local school units as a means of equalizing local school support.

State Support

9. Range of educational programs offered in various districts, and number of pupils at the different opportunity levels.
10. Elements involved in the equalization of education in Pennsylvania on the basis of a minimum standard program.
11. Operation and effectiveness of the present system of State support in Pennsylvania and a survey of the methods of other states.
12. Organization and activities of the State Department of Public Instruction as a supervisory agent in the public school system.
13. Relative value of various sources of State income as the basis of support for education.

(C) ECONOMIES IN SCHOOL ADMINISTRATION

1. Detailed surveys of typical school districts to include "sample" financial surveys for various types of school districts.
2. Comprehensive investigation of the nature and extent of the economies which have been effected in school districts in Pennsylvania, as well as in other states.
3. Range and reasons for range in per pupil costs for various types of expenditure in comparable districts.
4. Present legal requirements, such as system of tax collection, etc., which add unnecessarily to cost of school administration.
5. Evaluation of supervisory activities, including the extent and value of the services to the average teacher.
6. The transportation of pupils, with special reference to fair cost in comparison with results in other states.
7. Tuition charges in relation to actual cost of instructing outside pupils.
8. A survey of the predominant practices in regard to the teaching staff, including methods of teaching, evaluation of the work of teachers, rating and promotion of teachers, teacher loads (pupil, clerical, reporting, extra-curricular), internal politics and its effects on school morale, participation of teachers in policy formation, teacher demand and turnover.
9. Study of systems of record keeping and reporting, with particular view to discovering what are the essential and non-essential features.
10. Determination of a sound and state-wide policy to govern the grading and promotion of pupils.
11. A state-wide survey of school buildings which will classify them as to type, capacity, age, structural condition and the extent or efficiency with which they are used, to determine the adequacy of present physical facilities of the school system.
12. A study of plant operation and maintenance costs in typical districts, including fuel, light and janitorial services.
13. Examination of the present methods of providing statistical data regarding the public schools, also the facilities for educational research and typical programs pursued by the State Department of Public Instruction and other educational agencies in the Commonwealth.
14. Examination of the possibility of direct service by the State as a means of economy to local districts through centralized purchasing, state insurance funds and through continuous advice and assistance with administrative economies.

(D) RELATION OF PUBLIC SCHOOL COSTS TO TOTAL EXPENDITURES FOR EDUCATION

1. Analysis of all phases of education which now receive support from public funds in Pennsylvania, with particular reference to present expenditures and trends.
2. Study of possible additional phases of education which the State may be called upon to support in view of rapidly changing social and economic conditions.
3. Examination of the allocation of educational functions, such as adult education, teacher training, etc., to the various educational agencies to determine the existence of overlapping, if any, and the possibilities for more economical distribution.

(E) RELATION OF EDUCATIONAL COSTS TO TOTAL GOVERNMENTAL EXPENDITURES

1. Analysis of the cost of state and local governmental functions, with trends.
2. Relation of expenditures for education to expenditures for other primary functions of government over a period of years in Pennsylvania and other states.
3. Survey of the general literature on the economies of education, with particular reference to its relative value to the social and economic well-being of the Commonwealth.

JOINT COMMITTEE

AUTHORIZATION for a joint Legislative Committee to make a survey of educational costs and functions was given when Governor Earle on July 19 signed the Clark bill (Senate 768). This bill provides that a Senate Committee of five members be appointed by the President pro tempore of the Senate, to conduct the survey jointly with the previously authorized House group. The Joint Committee is to organize at the call of the chairman of the House Committee, Representative H. G. Andrews, Cambria County. The bill carried an appropriation of $10,000 for the survey.

Dr. Gerrit Memming, of the University of Illinois, has been appointed head of the German Department of Albright College for the coming year.

Income Tax Law

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$550 for each elementary teacher, or a total annual reimbursement of $900 for each elementary teacher or supervisor, plus the same amount for two-thirds of all teachers and supervisors in a three-year junior high school, and for one-half of all teachers and supervisors in a four-year junior high school. State-aid for salaries of teachers in all other junior high schools and all senior high schools will remain unchanged.

OTHER BILLS APPROVED

Other bills relating to education, signed by the Governor since the last issue of PUBLIC EDUCATION and prior to July 16, include the following:

ACT 173 (H. B. 2490)—Amends the State Employes' Retirement Law by opening the system further for original members, defining the rights of retired persons who returned to state service, etc. Approved June 21.

ACT 180 (S. B. 1346)—Amends Section 1 of the act providing for the abatement under certain circumstances of tax penalties and interest. Approved June 21.

ACT 190 (H. B. 2514)—Creates a general State Authority, and authorizes the State to acquire and develop lands, buildings, and related projects for various state activities, including teachers colleges. Approved June 28.

ACT 195 (S. B. 22)—"The Permanent Registration Act in Cities of the Third Class," provides that school directors shall furnish a room or rooms in any public school building under its jurisdiction when such rooms may be desired for registration purposes, provided such use shall not interfere with instruction. Approved July 1.

ACT 212 (H. B. 147)—Relates to the preparation of a new or revised constitution of the Commonwealth and for a vote in the September election on the holding of a constitutional convention. Approved July 8.

ACT 234 (H. B. 1914)—Amends the Public School Employes' Retirement Law by extending the time to July 1, 1936 for employes of the Department of Public Instruction to withdraw from the retirement system and to be reimbursed for moneys which they have paid in. Approved July 12.

ACT 254 (H. B. 926)—Amends Section 518 of the General Tax Law by abolishing the payment of taxes into the court on appeals from assessments. It provides that such taxes may be paid under protest directly to the tax collector but that 25 per cent of the amount paid shall be segregated by the taxing district and shall not be used unless the court following an appeal authorizes the taxing district to use it.

ACT 262 (H. B. 2212)—Amends Section 550 of the Public School Code by authorizing the acceptance of a fidelity bond in lieu of surety bond from tax collections in school districts of the second class and providing when liability on such bond shall cease. Approved July 12.

ACT 268 (S. B. 1484)—Amends the Public School Employes' Retirement Act by permitting certain employes to contribute on the basis of salary earnable during the year 1932-1933, and requiring the Commonwealth to contribute on the same basis in such cases. Approved July 12.

ACT 332 (H. B. 2194)—Amends Section 126 of the Public School Code by making it unlawful for any board of school directors or any member thereof to demand, request, or accept directly or indirectly any gift or donation from any teacher or supervisor within its employ. Approved July 15.

1935 LEGISLATION

A TOTAL OF $80,595,491 was allocated for education in the general appropriation bill for the biennium 1935-37, signed by Governor Earle on July 20. The various items closely approximate those provided for the 1933-35 biennium, and mean continued economy and increased efforts toward greater efficiency in public school operation.

A complete summary of the appropriation bill and all major items of legislation affecting education passed by the 1935 General Assembly will be carried in the August issue of PUBLIC EDUCATION.

The appropriation bill as signed by the Governor sets aside $53,000,000 for support of public schools, assuring every district its full state-aid appropriation for the year 1935-36. A total of $3,000,000 is provided as an emergency aid fund for handicapped districts to be used as found necessary during the 1935-36 school year.

In his move for economy in State Government operation, Governor Earle cut $60,000 from the salary and travel expense items for the Department of Public Instruction, including administration of the State Library and Museum.

Vocational Conference

(Concluded from Page 1)

AGRICULTURE

Dr. E. L. Nixon conducted a demonstration at his farm on the "Re-building of Worn-out Soils."

R. P. Corbett, Senior Extension Economist, U. S. Department of Agriculture, presented the five-fold National Agriculture Adjustment program.

Dr. Robinson of the Farm Credit Administration, Washington, outlined the following points in farm credit:

1. Credit should be used for productive purposes only.
2. The lower interest rates become very important in retiring long-term loans.
3. Control as a means of production is the first requirement for credit.
4. The long-time price outlook is favorable to land ownership.
5. Land Bank Commissioner's loans are made on second mortgage.

Secretary of Agriculture J. Hansel French commended the teachers of vocational agriculture for gathering data for the Department of Agriculture and outlined ways and means whereby the vocational agricultural staff might cooperate with the Department.

Dr. Lane discussed the possibilities of the cooperation of vocational agriculture teachers with the National Youth Administration program.

INDUSTRIAL EDUCATION

The industrial conferences were conducted as a series of three panel discussions built around the general theme: "The Problem of Adjusting Youth and Adults to Changing Social, Economic and Employment Conditions." Leaders of the three panel dscussions were F. DeWitt Zuerner, Superintendent of Schools, North Braddock; Dr. G. D. Whitney, Director, Vocational Teacher Training, University of Pittsburgh; William H. Bristow, Director, Curriculum Bureau, Department of Public Instruction.

Dr. Louis A. Nusbaum, Philadelphia, discussed the problem of "Social and Economic Aspects of Adult Education," calling attention to "the need for establishing a program which will (1) secure the kind of progressive enlightened leadership necessary to educate the community to these situations; (2) provide legislation to make available and effective such a program; and (3) plan to use public school buildings and other public assembly and recreational facilities in the interest of the whole community so that school buildings and similar centers may be used throughout every hour or every day when not required for ordinary school instruction."

The following points were brought out as a result of the panel and general discussions:

1. The industrial education program of the State should be organized in terms of state-wide and community industrial programs and policies.
2. There is need for a much enlarged vocational training program which will reach fields not previously attempted and which will provide for a greater diversity of occupational adjustment.
3. There is need for developing new types of activities and new plans and procedures which will make industrial education available generally to Pennsylvania youth.
4. Because of the unique position of public education in the social system, much of the program of vocational education of the future must come through a State and Federally supported program of vocational education.
5. Insofar as the adult group is concerned, there is need for training which will enable the employe to keep his job even though the character of that job is changing and also there is need for special training and adjustment to enable those who are entirely out of employment to re-enter employment.

INDUSTRIAL ARTS EDUCATION

The industrial arts conference heard a preliminary report of the committee on industrial arts and considered the following points:

1. Importance of industrial arts as a part of liberal education and its place in the education of all boys and girls.
2. The need of establishing sound philosophy, practices and plans which make it possible to include industrial arts as a part of all educational programs.
3. The great importance of interchange of ideas among industrial arts teachers and for the establishment of a thorough professional program in this field.

RADIO SERIES ON TAXATION

The eleventh series of lectures on the "You and Your Government Radio Programs," presented by the Committee on Civic Education of the National Advisory Council on Radio and Education, and the American Political Science Association, is on taxation problems.

The programs are given over an NBC-WEAF nation-wide network every Tuesday from 7:45 to 8:00 p. m., Eastern Daylight Saving Time. The taxation lectures began June 18 and will continue through September 24. They are presented by outstanding national figures who are authorities on the subject of taxation.